



SIR JOHN LILLIE PRIMARY SCHOOL

Lillie Road, Fulham, London SW6 7LN

Telephone: 020 7385 2107 Fax: 020 7386 7931

Email: admin@sirjohnlillie.lbhf.sch.uk Website: www.sirjohnlillie.lbhf.sch.uk

Headteacher: Sue Hayward

Dear Parents / Carers,

As you will be aware, every year the Living and Growing / Growing Up element of our Personal, Social and, Health Education (PSHE) programme is delivered for each year group. The Department for Education has also put guidance in place for all primary schools stating that **the teaching of Relationships Education is statutory**. These lessons will take place in the Summer term.

The aim of teaching children in primary school is to support children's life-long journey of learning about their physical, moral and emotional development, looking at attitudes and values, and developing personal and social skills. All of the lessons will be in keeping with the school's ethos and beliefs.

It is important to note that the main biological part of Living and Growing is covered through the **compulsory** science curriculum:

Key Stage 1 (Years 1 & 2)

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Key Stage 2 (Years 3- 6)

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

In addition, the **social, moral and emotional** aspects of Living and Growing are taught through the PSED programme which includes the **statutory** elements of Health and Relationships Education.

Lessons in Year 1,2,3 and 4 will be delivered by the class teacher, while some of the lessons in Year 5 and 6 will be taught by a specialist educator, who has been delivering these sessions at SJL for many years and is in high demand.

Please see overleaf for a more detailed account of the learning that will be covered in your child's year group:



Year 4 Safety and the changing body

End of Key Stage Statements

PSHE Framework

1d) to recognise as they

approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves,

their families and others in a positive way 3c, learn about how the body changes as children approach puberty

Learning Intentions and Learning Outcomes

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Learning objective	To understand that age restrictions are designed to protect us	To understand the benefits and risks of sharing material online	To understand how to help someone with asthma	To develop understanding of privacy and the difference between secrets and surprises	To understand that not all information on search engines is valuable	To recognise that change is part of growing up	To recognise the physical differences between children and adults	To begin to understand the risks of smoking and the benefits of being a non-smoker
Statutory learning objective	<p>Internet safety and harms</p> <ul style="list-style-type: none"> Why social media, some computer games and online gaming, for example, are age restricted. 	<p>Internet and safety harms</p> <ul style="list-style-type: none"> That for most people the internet is an integral part of life and has many benefits How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private Where and how to report concerns and get support with issues online <p>Online relationships</p> <ul style="list-style-type: none"> How information and data is shared and 	<p>Basic first aid</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary concepts of basic first-aid, for example dealing with common injuries, including head injuries 	<ul style="list-style-type: none"> About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. How to recognise and report feelings of being unsafe or feeling bad about any adult. 	<p>Pupils should know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p>Changing adolescent body: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p>	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p>	<p>The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking</p>

		used online.						
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Please note:

Parents/Carers of years 5 and 6 have the right to withdraw their child from those elements of Living and Growing that are **not included** in the National Science Curriculum and any non-statutory elements of Health and Relationships Education. The content covered in all other year groups is **statutory** and does not include any Sex Education objectives. If you are concerned or have any questions, then we would encourage you to speak to your child's teacher. These individual decisions do not influence the curriculum that we follow, which has been designed in keeping with **government guidance** that is used in schools **nationally**. If you would like to withdraw your child, please let your child's class teacher know directly and **put your request in writing addressed to the head teacher**. If you have any questions, please do not hesitate to speak to a member of the senior leadership team or your child's class teacher.

Yours sincerely,

Victoria Hall and Chloe Grassie
PSHE and Senior Mental Health Leads

